Aula 9

DESCRIBING MALE AND FEMALE ROLES

META

Apresentar situações que levem o aluno a refletir sobre o assunto e que se aproprie de vocabulário e expressões pertinentes ao tema da aula.

OBJETIVOS

Ao final da aula o(a) aluno(a) deve ser capaz de:
ter conhecimento do vocabulário e expressões; compreender e empregar as expressões em situações de comunicação oral em torno do assunto.

PRERREQUISITOS

O aluno deve ter conhecimento prévio de Future Tenses desenvolvido no material de Língua Inglesa.

Izabel Silva Souza D'Ambrosio

INTRODUÇÃO

Esta aula tem o intuito de abordar um assunto polêmico que envolve o papel da mulher e do homem no aspecto social. Contudo, as atividades apresentadas são de cunho reflexivo para a produção da comunicação oral e não para polemizar.

Serão trabalhadas imagens, textos e diálogos que proporcionem aos alunos meios para elaborar esta produção.

Falar sobre este assunto nos leva a pensar no desenvolvimento do papel da mulher na sociedade e nas conquistas vivenciadas por ela, posto que a sociedade teve por base o homem como detentor de poder na sociedade.

Vamos as atividades!!

(Fonte: http://previews.123rf.com).

TAKE YOUR NOTES

Quem geralmente lava a louça em sua casa?

Na sua opinião, está OK o homem lavar a louça?

Quem lava e seca a louça em sua casa?

Você acha que homens e mulheres tem os mesmos direitos? E obrigações?

O papel da mulher vem evoluindo na sociedade? Justifique.

(Fonte: https://hmhfyi.com).

Reflecting about the present manners between sex roles, read the last News from the the Dailymail

Gender stereotypes are holding strong: Beliefs about the roles of men and women are 'as firmly held now as they were in 1980'

Data from around 200 college students in US in 1983 and again in 2014

Belief men should repair and maintain cars has not changed in that time

And the idea men are less likely to look after house and children has risen

But both genders are judged equally responsible for financial obligations

In the last 30 years, women's participation in the workforce, in athletics, and in professional education has increased in the US. But gender stereotypes are just as strong today as they were three decades years ago in the country, according to a new study.

Psychologists in New Jersey compared attitudes towards gender stereotypes from around 200 college students 1983 and 2014, and found they have not changed much over that time.

The biggest difference in attitudes they found was that now both genders are judged to be equally responsible for financial obligations, whereas 30 years ago they had not been.

But the belief that men should repair and maintain cars has not changed over the time, and the idea that men are less likely to look after the house and children has actually increased.

Women now represent 47 per cent of the US workforce, compared to 38 per cent in the mid 1980s, according to the study.

In sports, there was a rapid acceleration of women participating in

athletics at both the high school and the college levels after 1972 when a law came into force in the US prohibiting discrimination in sports based on sex.

Women now represent 47 per cent of the US workforce, compared to 38 per cent in the mid 1980s, according to the study.

In sports, there was a rapid acceleration of women participating in athletics at both the high school and the college levels after 1972 when a law came into force in the US prohibiting discrimination in sports based on sex.

Girls made up only 7 per cent of high school athletes in 1971 to 1972 but that number is now more than 40 per cent. College participation rates increased sixfold in the same time period. In 2012, 57 per cent of women graduated with a bachelor's degree compared to 40 per cent in the early 80s, according to the study, which is out today in Psychology of Women Quarterly.

But these changes do not seem to be reflected in peoples' attitudes, the researchers found.

'We decided to study gender stereotypes over the last 30 years because there have been many changes in women's status at work, in politics, in sports, and in the home yet it was unclear if people's perceptions had caught up with these new realities,' lead author Professor Elizabeth Haines told MailOnline.

'Previous research has shown that there are very few sex differences between men and women, but that people do tend to exaggerate the extent to which men and women differ.'

Haines, Professor Kay Deaux and Nicole Lofaro compared data from 195 college students in 1983 to data from 191 adults in 2014.

The participants from each time period had been asked to rate the likelihood that a typical man or woman would have a certain set of characteristics.

The characteristics included personality traits like kindness and competitiveness, gender role behaviours like looking after the house and upholding moral and religious values, occupations like being a nurse or an engineer, and physical characteristics like having a delicate or deep voice.

The researchers found that even though there was greater diversity in 2014, people continued to strongly stereotype men and women.

In the 2014 sample, men and women were largely similar in their gender stereotyping.

But women and men were believed to be more equally engaged in financial roles in 2014 than in 1983.

In 2014, both genders were equally believed to assume financial obligations, make major decisions, and handle financial matters.

Beliefs about male gender roles, such as that males 'repair and maintain the car' did not significantly change over the three decades.

(Fonte:http://www.dailymail.co).

According to the Daylimail research what's your opinion about the aformentioned text?

What has changed in male and female attitude in society?

How is women's role in society? Workforce in society.

What about women's role in sport?

Who is the Professor Elizabeth Haines?

Comparing the years 1983 and 2014 which diferences have been noticed?

OBS: The answer from the question above must be recorded in English.

(Fonte: https://culcys2015.files.wordpress.com)

TALKING ABOUT THE TIME COVER
SPEAKING

Read the cover from TIME MAGAZINE

As you've read the TIME MAGAZINE cover and the text from the DAILYMAIL. Which impressions, changes has been marked women's role in society?

OBS: The answer from the question above must be recorded in English.

(Fonte: http://previews.123rf.com).

ATIVIDADE

1. In your family, who usually
does the dishes?_________________________
washes the laundry?______________________
cooks?________________________________
Who dries the dishes and puts them in the cupboard?
Do you think it's OK for men doing the dishes? Why? Why not?
Do you think it's OK for men to do the laundry, do the dishes and cook?
Do you think it's OK for women to work if they have Young children?

OBS: The answer from the question above must be recorded in English.

2. Read the following dialogue and answer the exercise:

Husband: Hello.

Wife: Honey? It's me...

Husband: Where are you?

Wife: At the station. **I missed my train**. So I'm going to be late.

Husband: Oh, that's too bad. Will you **get back in time** to **pick up** the kids?

Wife: I don't think so. Can you get them?

Husband: **No problem.**

Wife: **Make sure** they start their homework.

Husband: Don't worry. What time do you think you'll be home?

Wife: Probably in about an hour. How was your day?

Husband: Well, I worked for a few hours at the computer, and then **I got sleepy**, so **I took a nap**.

Wife: You took a nap! You're so Lucky you work at home. I can't take a nap in the office, you know.

Husband: But I also did the laundry and the dishes. You can't do those things at the office.

Wife: Well, that's true. Hey, what's for dinner?

Husband: Chicken. It'll be ready when you **get home.**

Wife: **I can't wait**. I love your chicken.

Husband: And I love you. See you around 6:30.

Wife: I hope so. See ya.

Fonte: FRAGIADAKIS, Helen. **All Clear 1- Listening and Speaking. 2nd Edition**. Literacy Begin. Inter. Adv. Tompson Heinle Publisher, 2007, p.138)

(A) Below are details about the introductory conversation. Circle *H* for what the husband does, did, or is going to do. Circle *W* for what the wife does, did, or is going to do.

1.	is going to pick up the kids	H	W
2.	works in an office	H	W
3.	works at home	H	W
4.	commutes to work	H	W
5.	will make sure the kids do their homework	H	W
6.	took a nap	H	W
7.	did the laundry and the dishes	H	W

Fonte: FRAGIADAKIS, Helen. **All Clear 1- Listening and Speaking. 2nd Edition**. Literacy Begin. Inter. Adv. Tompson Heinle Publisher, 2007, p.138)

Read the sentences in column 1A /2A. Choose the best response from column 1B/2B. After that, choose some sentences from both columns and build a dialogue. You are free to add other sentences for the dialogues.

1A	1B
__ 1. I'm getting really sleepy.	a. I did the laundry and the dishes, and I cleaned the house and worked in the garden.
__ 2. I hope you locked the door and closed the windows.	b. I don't know. I hope so.
__ 3. Why are you so tired?	c. I hope not.
__ 4. Does he like his new job?	d. Why don't you take a nap?
__ 5. His party is going to be great.	e. Don't worry. I made sure everything was OK before I left.
__ 6. Is she angry with you?	f. I know. I can't wait to go.

Build Dialogue:

2A	2B
__ 1. Why are you in a hurry?	a. Don't worry. I'm never late!
__ 2. What time do you think you'll get home tonight?	b. I know there was a lot of traffic.
__ 3. Can you help me with my homework?	c. No problem. I'm happy to help you.
__ 4. Sorry I got back so late.	d. I need to get back in time to make dinner.
__ 5. Please make sure you're on time for your appointment.	e. We'll save you some food.
__ 6. I'm sorry I won't be home in time for dinner.	f. Probably around 9:00.

Fonte: FRAGIADAKIS, Helen. **All Clear 1- Listening and Speaking. 2nd Edition**. Literacy Begin. Inter. Adv. Tompson Heinle Publisher, 2007, p.138)

Build Dialogue:

OBS: Both dialogues must be recorded in English.

3. Complete the dialogue with the statements from the box:

get back	he dishes	get home	in time to
no problem	make sure	did the laundry	can't wait
getting sleepy	take a nap		

Wife: That chicken was really good. I'm lucky that I married you. You're a great cook.

Husband: Thanks.

Wife: And it's great that you (1) ______________________________ ____________________and (2)______________________________ ______________________________________.

Did you have time to do your work at the computer?

Husband:Not today, but tomorrow I'll work a lot. Can you (3) ______________________________

______________________________ (4)____________________________ ________________________pick up the kids and make dinner tomorrow?

Wife: Sure. (5) ______________________________________ I'll try to (6)____________________

____________________________________early. I'll (7)________________ ______________________.

I take na early train. What do you want for dinner?

Husband: Hmmmmm. How about your delicious spaghetti?

Wife: I can do that and the kids can help her.

Husband: I (8)__________________________________ ! I can almost taste it now.

Wife: You know, it's only 8.30, but I'm (9)_______________________ __________ I had a busy day.

Husband: And you didn't (10) _________________________________ ________ like I did. Maybe it's a good idea to go to bed early tonight.

Wife: Yeah, but I want to watch some TV first. What's on?

Fonte: FRAGIADAKIS, Helen. **All Clear 1- Listening and Speaking. 2nd Edition**. Literacy Begin. Inter. Adv. Tompson Heinle Publisher, 2007, p.149)

OBS: You should read the dialogue aloud and record it.

CONCLUSÃO

Assim como nesta unidade, nas unidades anteriores se priorizou a reflexão voltada para que vocês pudessem construir primeiramente a ideia acerca do assunto a ser tratado, e então se preparasse para as práticas. Foi dada ênfase na gravação das atividades para que pudessem exercitar com maior acurácia a expressão oral.

RESUMO

Prezado aluno, percebemos que a construção dialógica em uma Língua Estrangeira, neste caso, a Língua Inglesa, requer um contínuo exercício na construção de ideias que se desenvolvem através das leituras, resposta de exercício, consolidação de vocabulário, expressões etc. Um conjunto de fatores para ajudar no processo de aprendizagem.

Falamos anteriormente da necessidade da prática de *listening* como uma habilidade de suporte na construção da habilidade de *speaking*. Como puderam observar desde a disciplina de Compreensão e Expressão Oral em Língua Inglesa I, diversas atividades de *listening* foram requisitadas, assim como também nesta disciplina.

Por ser este um curso de EaD, a prática no processo de ensino-aprendizagem difere em determinados aspectos da aula presencial. Portanto, a gravação dos áudios, a prática do *listening* são muito importantes para que possam desenvolver a comunicação oral.

Através dos exercícios apresentados e das práticas requisitadas através do AVA, esperamos que tenham conseguido alcançar as práticas na construção da produção oral e continue dando ênfase as sugestões de prática.

AUTO-AVALIAÇÃO

1. Estou ciente do vocabulário e expressões apresentadas?
2. Soube expressar minha opinião sobre o assunto?
3. Compreendi e soube responder as questões apresentadas?

PRÓXIMA AULA

Para a próxima aula estudaremos *Speaking about the Images.*

REFERÊNCIAS

FRAGIADAKIS, Helen. **All Clear 1- Listening and Speaking. 2nd Edition.** Literacy Begin. Inter. Adv. Tompson Heinle Publisher, 2007

OXEDEN, Clive; KOENING, Clive. **New English File – Pre Intermediate.** Oxford Publisher, 1997.